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From the Chair

Adult Education in the 21st Century—The Only Constant Is Change
By Dr. Isaac Owolabi

My friends, I am interested in sharing something that is dear to my heart—our program delivery options. The role of educational tools used by individuals in our program offerings is so important. While we need to capitalize on the knowledge of men and women in the field of adult education, we also need to take advantage of the latest tools that can make our delivery better. It is a fact that higher education is breaking out of old boundaries. Distance learning is rapidly taking hold on our nation's college campuses. Online course taking has nearly tripled with 60 percent of all colleges now offering such courses. As educators, we cannot afford to not use available technology to convey our message and make it convenient for our learners.

Education reform has finally gotten the attention it deserves from leaders in public and private sectors. The understanding is that the educated workforce is the underpinning of a strong economy and has the ability to achieve economic growth. The current administration in Washington emphasizes the need to wire schools in preparation for the new wave of educational tools. Today colleges and universities are the most wired communities on the Web. The president and CEO of McGraw-Hill estimates that more than 25 percent of college courses now have a Web page.

Fellow educators and administrators, remember that technological innovations are tools to help us do what we know how to do best—teaching adult students, creating environments conducive to learning, removing all barriers to learning, and making it convenient for students to be participants. These new innovations must not replace human skills but should enhance them. The Internet can help people develop the skills they need to compete. It provides access to information that can make a difference.

What ever happened to the theory of self-directed learning? Self-direction was assumed to be a desirable characteristic of adult learners, and adult educators were encouraged to promote self-direction in their instruction. Thus, new innovations then became tools by which we facilitated self-directed learning among our students. On the teacher's part, the objective of conducting self-directed learning was to help learners become skilled in these processes, independent of their teachers.

The rapid rate of change has become a dominant factor in the world of high technology. As educators and administrators, we will continue to prosper if and only if we not only embrace change, but also love it. We must reinvent our style and methods—not just once, but over and over again. It is easy to be complacent, but as adult educators, let us move with the tide. Let's look over our country's use of one essential tool we have for getting our message across—the computer. In the United States, it is estimated that 70 percent of all adults now use a computer, and 80 percent of these adults regularly go online. Worldwide, there is an estimated 400 million people with Internet access today, and it is anticipated that this figure will grow to 500 million over the next two years. Many homes are already wired with high-speed cable modems. Therefore, neither distance nor geographical boundaries need be a barrier for educational delivery. We must take advantage of what we have today. As we prepare to meet at Montreat College in June 2001 for the 11th Annual CAAHE Conference, we look forward to celebrations of our new innovations and how we can best use the tools at our disposal to better our deliveries. In the digital age, the real decision will be between those institutions that embrace the Internet to create a competitive advantage and those who do not. We have a lot to learn from one another.

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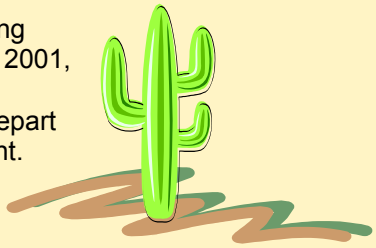
Upcoming Meetings and Conferences

Annual CAAHE Institutional Representatives Meeting
January 26–27, 2001

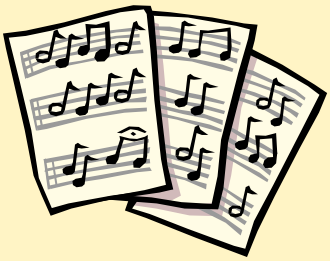
The 2001 Annual CAAHE Institutional Representatives Meeting is scheduled to be held Friday and Saturday, January 26–27, 2001, in Phoenix, Arizona. All institutional reps should mark their calendars and plan to arrive the evening of January 25 and depart in the late afternoon on January 27 or stay over Saturday night. Phoenix is lovely in January!



IPD Academic Leadership Retreat
April 18–21, 2001

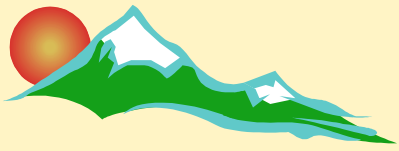
The IPD Academic Leadership Retreat will be held in Phoenix, Arizona, at the Royal Palms Hotel and Casitas. The Annual Presidents Meeting will be held on April 18–19, 2001. The Annual Academic Vice Presidents Meeting will be held on April 19–21, 2001. Agendas will be developed and information sent in the near future.

Annual IPD/CAAHE Student Services Conference
April 19–20, 2001



The 2001 Annual IPD/CAAHE Student Services Conference will be held in Nashville, Tennessee, on April 19 and 20, 2001. The conference will be hosted by CAAHE's newest member, Aquinas College. The conference planning committee invites all interested Student Services personnel to mark their calendars and plan to attend. As always, IPD will provide lodging and most meals. Each College will be responsible for attendee's airfare.

Annual CAAHE Conference in Asheville, NC
June 6–8, 2001



The 11th Annual CAAHE Conference will be held in beautiful Asheville, North Carolina, June 6–8, 2001, and will be hosted by Montreat College. The conference will begin with an IPD-hosted dinner/reception on Wednesday night and will conclude at 5:00 p.m. on Friday, June 8. The conference focus is "Redefining Teaching, Learning, and Services in the 'Digital Age.'" Persons interested in presenting at the conference should contact Sue Salter at sue.salter@apollogrp.edu. Presentations from faculty who are successfully integrating technology are most encouraged!

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Aquinas College Is Off and Running!

IPD's newest partner institution, Aquinas College, started its first students in September 2000. A total of 70 students are enrolled in Aquinas College's PRIMETIME program—40 students in the Associate in Business Management, 14 students in the Bachelor of Science in Business Administration, and 16 in the Bachelor of Science in Management Information Systems. Marketing of the PRIMETIME program began in June 2000.

PRIMETIME staff members include: Dr. Leonard Yarbrough, Director of Business Programs; D'Lana Mason, Director of Student Services; Franc Tamboli, Contract Manager; Randy Jones, Marketing Manager; Vicki Hoeglund, Accounting Manager; Melinda Morris, Program Representative; Roger Patton, Program Representative; and Celestine Cliff, Marketing Support. Congratulations on a wonderful new beginning, Aquinas!

Indiana Wesleyan University Receives $10 Million Lilly Grant

Indiana Wesleyan University (IWU) has designed an innovative outreach program to assist more adult students in obtaining college degrees. Lilly Endowment Inc., an Indianapolis-based foundation, is funding the program with a $10 million grant—their largest grant ever for adult education. What makes this adult education program unique is its focus on the specific needs of working adults. This new program will allow adult students to learn what they want, when they want, where they want, and in a way they want.

The IWU program will feature a Web-based software program—the Personal Learning Assistant. After a thorough assessment, the Personal Learning Assistant helps students plan and enroll in courses and programs needed to reach their educational or career goals. Students will be able to choose course work from institutions in the United States or abroad to be taken online at home, at convenient IWU community-based learning centers, at their places of employment, or even at participating partner institutions. The Personal Learning Assistant will even help students put together financing packages for the programs.

David Wright, Vice President for Adult Studies and the Project Leader for this innovative program, believes that by allowing students to attend college on their own terms, this new access infrastructure will significantly raise the levels of educational attainment in Indiana.

Ed Schrader Named 17th President of Shorter College

Dr. Paul Henson, Chairman of the Board of Trustees of Shorter College, announced the appointment of Dr. Ed Schrader, Associate Dean, Division of Sciences, Millsaps, as Shorter College's 17th President.

Dr. Schrader will officially assume his duties as President in January 2001. Until that date, he will be working with a dedicated group of executive officers to strengthen the mission of the College: to provide quality higher education and to enable and encourage student commitment to active lifelong learning, personal spiritual values, responsible citizenship, and community and societal leadership in a global context. The College affirms a commitment to the Christian faith and strives to integrate Christian values within a nurturing community in its whole process of education.

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Annual IPD/CAAHE Academic Services Conference Held at Ohio Dominican College

The Annual IPD/CAAHE Academic Services Conference was held at Ohio Dominican College in Columbus, Ohio November 2–3, 2000. The conference was geared for Coordinators and Directors of faculty, curriculum, and academic services. The first day focused on "best practices and current issues," following a format used at the IPD Academic Leadership Retreat. The second day focused on the professional development of participants, with workshop presenter Dr. Barbara Millis, Director of Faculty Development at the U.S. Air Force Academy, leading a morning seminar entitled, "Using Cooperative Activities to Foster Deeper Learning," and an afternoon session entitled, "Creating a Learning Framework Within the Classroom." Conference participants came away with new tools in their curriculum and faculty toolkits and smiles in their hearts! Special thanks to Scott Palmer and Ohio Dominican College for so graciously hosting the event.

Traditional Industries Still Attracting MBA Graduates

Internet start-up companies might be attracting a growing number of the nation's MBA graduates, but a majority is still seeking jobs with larger, more traditional companies, according to a biennial survey by Duke University's Fuqua School of Business.

"The Fuqua Report," which covered this year's crop of MBA recipients at 11 top business schools, says that 14 percent accepted jobs with dot-coms, while 11 percent joined high-tech firms unrelated to the Internet, up four percentage points from 1998.

The most popular field, however, continued to be consulting, and Cisco Systems replaced Microsoft as the most admired company.

Industries into which MBAs in the Class of 2000 are Moving

Consulting	**25%**
Internet/e-Commerce	**14%**
Investment Banking	**14%**
High-tech	**11%**
Consumer Products	**5%**
Pharmaceutical	**5%**
Venture Capital	**4%**
Transportation	**3%**
Insurance/Financial Services	**3%**
Telecommunications	**3%**
Chemicals	**2%**
Industrial Manufacturing	**2%**
Sports/Entertainment	**2%**
Health Care	**1%**
Service	**1%**
Other	**5%**

(Taken from *The Chronicle of Higher Education*, 6/23/00)

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Baker University Breaks Enrollment Records

Baker University's School of Professional and Graduate Studies (SPGS) experienced record-breaking enrollment in August. Several new benchmarks were set for the most new students started in one month: 182 new starts in Overland Park locations; 218 new starts consolidated from all SPGS locations, making it the largest single-month enrollment growth; and the most new students in a single year (1,091). The new numbers surpass previous high numbers established in 1998 when Overland Park locations started 162 new students, and the annual growth total was 1,045.

Congratulations to Cardinal Stritch University!

Cardinal Stritch University's College of Business and Management reached an all-time high enrollment of 2,755 students for the month of September 2000. Also this summer, the College's Region I office, serving Eastern Wisconsin, opened two new sites. Three new groups were started in Lake Geneva, Wisconsin, and two more groups are scheduled to start this fall. In addition, Cardinal Stritch University is partnering with the Racine Area Manufacturing and Commerce Organization in Racine, Wisconsin, to begin offering a course on-site beginning in October 2000.

Teagle Foundation Awards Grant to Fontbonne College

The Teagle Foundation has awarded Fontbonne College a grant of $375,000 over three years to expand services to its adult student population, particularly those enrolled in Fontbonne College's specialized business programs. The grant provides career development and counseling and spiritual support services in the evening and on weekends and expands the College library hours and services. The grant also provides networking opportunities for adult students with alumni, goal management seminars for graduates who are anticipating or experiencing a job change, and leadership training for class representatives in the College's OPTIONS programs. Teagle funds cover staff salaries and start-up costs of these expanded services. Fontbonne College will continue funding these areas after the grant period ends in 2003. The grant is administered by Carol Dillon, Associate Dean for Adult Student Development.

Associate Program the Choice at Park 100

Indiana Wesleyan University was selected by the Park 100 Advancement Center in Indianapolis as the education provider for associate-level classes. Park 100, one of the 10 largest industrial parks in the nation, consists of over 500 employers and will offer these classes at a new on-site educational center. The first groups will bring together employees from Pearson Education, United Parcel Service, and Epson Computers for classes beginning in November. Park 100 and Indiana Wesleyan University have also collaborated to apply for a $300,000 state economic development workforce grant to support this program. As many as 100 students have been projected to enroll in the first year.

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Study Shows College Courses Through the Internet Could Be Future of Higher Education

Minneapolis, July 25, 2000

Since the days of Socrates, higher education has essentially played itself out in one way: an omniscient professor and a gathering of wide-eyed students.

But according to a national research survey released today, that all could be changing.

A national survey of working adults revealed that most respondents (54 percent) believe that college courses offered via the Internet are the future of higher education. The study also found that while people see education as a top priority, busy schedules (42 percent) and family and travel commitments (10 percent) may be keeping people from continuing their education.

However, the survey indicates that by making education more convenient, flexible and accessible, the Internet could open the doors of education to a whole new group of adults.

The findings stem from an independent national research survey commissioned by Capella University, an accredited online university that offers courses and degree programs in business, human services, education, psychology, and information technology. Capella University commissioned the study to learn more about what adults are looking for in higher education.

Key findings of the survey include: (for detailed breakouts, an executive summary is available at **http://www.capellauniversity.edu/newsmaker**)

- Nearly two-thirds (64 percent) of respondents said they are interested in continuing their education.
- Approximately half of the respondents who said they were interested in continuing their education (48 percent) said that a busy schedule is the biggest barrier to hitting the books. A third of respondents interested in going back to school cited high costs as the biggest impediment to going back to school. For all respondents, 42 percent said their busy schedule kept them out of the classroom, while 25 percent said cost was the top factor and 10 percent cited family commitments.
- Assuming the quality of education was the same, almost one-third (32 percent) of respondents said they would rather take courses through the Internet than go to a classroom.
- A majority (57 percent) of the more than 500 respondents who offered an opinion believed college courses offered through the Internet are the future of higher education.
- When choosing a university, working adults said the institution's name is far less important than what it can do. According to respondents, the three biggest factors in choosing an institution are programs that are relevant to their profession (26 percent), convenience (21 percent), and affordability (21 percent). Lagging far behind were the reputation of the institution (13 percent), challenging curriculum (8 percent), and availability of professors (7 percent).
- The new homeroom. A majority (53 percent) of respondents said the biggest benefit of taking courses online was the ability to work from home, while 19 percent cited time saved from not having to commute.

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Study Shows College Courses Through the Internet Could Be Future of Higher Education, continued

- A substantial majority (63 percent) of respondents said that the nighttime was the right time for courses, including nearly a quarter (22 percent) who said their ideal class time would be late night or after the kids are in bed. Another 12 percent said early in the morning, before they go to work, was their ideal course time.
- Given the option of studying in exotic locations around the world, respondents still said home base was the ideal place. More than a third (34 percent) of respondents opted to stay at home with their family, topping choices such as a cabin in the mountains (23 percent), a tropical beach (21 percent), or a whirlwind tour of the world (17 percent).
- Keep it casual. Survey respondents liked the idea of dressing down for class. More than half of the respondents (54 percent) said the greatest advantage of taking courses from home was the ability to attend class in their pajamas.
- The crystal ball. Looking 50 years down the road, more than three-quarters of respondents believe the Internet will play a major role in higher education, including 39 percent who said the Internet would make classrooms obsolete. Only two percent believed that higher education would not be changed.

Opinion Research Corporation International, an international research firm, conducted the telephone survey of 667 working adults in February 2000. The margin of error on the survey is plus or minus three percent at the 95 percent confidence level.

(Press release taken from Capella University Web site. Available: http://www.capellauniversity.edu/index.cfm?body=/newsmaker/surveyexec.pdf)

Accreditation Update

Regional Accreditation Meetings

The following are the dates for the upcoming regional accreditation meetings. If you have any questions, check out the Web sites listed below.

SACS			
Dec. 3–5	Atlanta	Hyatt Regency	http://www.sacscoc.org
Middle States			
Dec. 4–5	Philadelphia	Marriott Hotel/ Downtown	http://www.msache.org
New England			
Dec. 6–8	Boston	Copley Plaza	http://www.neasc.org
NCA			
Mar. 31–Apr. 3	Chicago	Hyatt Regency	http://www.ncacihe.org
WASC			
Apr. 24–25	Irvine, CA	TBD	http://www.wascweb.org

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North Central Association Task Force Findings on Adult Degree Completion Programs

In the fall of 1998, the Board of Trustees of the North Central Association (NCA) called together a task force on adult degree completion (ADC) programs and the award of credit for prior learning. The task force was charged with examining lessons that have been learned from degree completion programs, identifying exemplary practice, analyzing the impact of adult degree completion programs, and recommending policies/practices that would assist the accrediting commission in reviewing these programs. Participating in the task force was Dr. Marna Boyle, Vice President for Academic Affairs at Cardinal Stritch University.

The task force presented its final report to the NCA Board in June 2000. The full report of the task force can be found via the "Commission Resources" link at **http://www.ncacihe.org**.

The task force developed a "working definition" of adult degree completion programs:

> "An *adult degree completion program* is one that is designed especially to meet the needs of the working adult who, having acquired 60 or more college credit hours…is returning to school after an extended period of absence to obtain a baccalaureate degree. The institution's promise that the student will be able to complete the program in fewer than two years of continuous study is realized through provisions such as establishing alternative class schedules, truncating the traditional semester/quarter time frame, organizing student cohorts, and awarding credit for prior learning experiences equivalent to approximately 25 percent of the bachelor's degree credit hour total."

The report includes a discussion of the survey of 110 institutions, conducted as a portion of the group's work. From the results of this study, and deliberations held by task force members, evolved the responses to the charges set by the NCA Board. Excerpts from that response include:

1. **Lessons Learned Regarding Strengths and Weaknesses**
   For example, a strength, or an indicator of good practice, includes:

   - Faculty members with appropriate credentials work in the ADC programs that the institution offers.
   - Off-campus instruction is offered at sites located conveniently for students enrolled in the ADC programs.

   Items identified from the survey results as "needing attention" include:

   - Members of the support services staff are available at times convenient to students who are enrolled in on-ground ADC programs.
   - A portion of the funds generated through student enrollment in ADC programs is reallocated to these programs for purposes of program enhancement.

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North Central Association Task Force Findings on Adult Degree Completion Programs, continued

Furthermore, the task force identified four areas where weaknesses may emerge without adequate institutional support:

- ADC programs are operated as appendages if they are not integrated into the whole of the institution.
- Adult degree completion programs are unlikely to be outcomes based.
- Insufficient professional development activities are made available for faculty and staff.
- ADC programs that are not integrated into the institution's culture receive little attention in areas such as governance, budgeting and planning, faculty involvement, peer recognition, and the sharing of resources.

2. **The Impact of Adult Degree Completion Programs**
The task force identified a number of changes to the educational landscape that have been impacted by ADC programs, including the following:

- Working adults are seeking access to lifelong learning opportunities and expect the higher education community to be responsive to their needs and wishes.
- Adult learners need student support services, as do traditional-age students, and institutions are challenged to ensure that the configuration and scope of these services are reflective of the needs older students have.
- With the increasing number of working adults seeking higher learning, faculty members and other facilitators of learning are being challenged to engage in professional development activities that keep them current in their areas of expertise and competent in the use of technology as a learning aid.

The NCA Trustees adopted the work of the task force at their June meeting. The NCA is currently preparing its corps of consultant-evaluators in the use of these new guidelines and tools for teams to begin utilizing during visits this fall. For further information on the task force report, please visit **http://www.ncacihe.org** or contact Mary Ann Holtz, IPD Director of Regulatory Services.

References:

"A Report to the NCA Board of Trustees of the Commission on Institutions of Higher Education from the Task Force on Adult Degree Completion Programs and the Award of Credit for Prior Learning at the Baccalaureate Level" June 22, 2000, North Central Association Commission on Colleges and Schools, Chicago, IL

NCA Corps Focus, Vol. 3, No. 1, August 2000.

New Publications from the Council for Higher Education Accreditation

The Council for Higher Education Accreditation (CHEA) has just released two new occasional papers. *The Competency Standards Project: Another Approach to Accreditation Review* was prepared by the National Center for Higher Education Management Systems (NCHEMS). The Council for Higher Education Accreditation set out to examine the impact of distance learning and outcomes measures on the current practices of external quality review systems. CHEA asked NCHEMS to design and pilot an alternative approach to current accreditation standards and review, placing the emphasis on student outcomes and distance delivery. The paper includes examples of competency standards and scoring rubrics developed for the project.

The Common Data Project is a result of the work of the CHEA Task Force on Common Data, formed to address issues related to data collection and accreditation review. The task force was established to study the possibility of creating a core data set to be used by all accreditation purposes. The goal of this work would be to simplify data collection tasks for institutions. This occasional paper presents suggested principles and good practices for both institutions and accreditors to consider, including the following:

- Principles of good practices for accreditation data collection
- A statement on the use of IPEDS conventions in accreditation data reporting
- An analysis of institutional and programmatic data required by accrediting organizations
- A resource list of data elements for which common definitions are available

Both of these occasional papers are available from CHEA at **http://www.chea.org**.

Western Governors University Bid for Accreditation Continues

Salt Lake City
In follow-up to the Western Governors University (WGU) site visit for candidacy for accreditation that took place February 7–10, 2000, the Interregional Accrediting Committee (IRAC) has decided to defer action on WGU's application for six months. IRAC has asked WGU to submit further information about its unique model.

"While we would have preferred more certainty, this is part of the process for a new institution," stated WGU President Bob Mendenhall. "Traditional accreditation is a three-stage process—eligibility, candidacy, and accreditation…and it takes some time."

The IRAC is a 16-member committee that represents four regional accreditation commissions and was formed to conduct the accreditation process for WGU. WGU is a degree-granting, competency-based, online, distance-education institution. WGU was founded and is supported by 19 states and governors, as well as 20 leading corporations and foundations. Current WGU competency-based degree offerings include a master's degree in learning and technology, an associate's degree, three associate's of applied science degrees in information technology, and an associate of applied science degree in electronics manufacturing technology.

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Articulation Training for Indiana Wesleyan University

IPD Director of Student Services Deanna Boe coordinated a training session on corporate and community college articulation for Patty Bragg, Coordinator of the Assessment Center, and Kris Douglas, Contract Manager of Indiana Wesleyan University's (IWU) Division of Professional and Adult Studies. The training took place on October 12 and 13 at IPD's corporate offices in Phoenix, with participation of several University of Phoenix staff members. IWU's interest in corporate articulation is an important step forward in remaining competitive in the adult higher education arena.

Family and Fun Academic Stress Relief Break

Over 150 Averett College Graduate and Professional Studies students and their families celebrated Family Fun Day on Saturday, August 26, 2000, at Boulders IV by the lake. It was the first such event ever held in the Central Region. Students had opportunities to network, have fun, and find that they had many commonalities.

Compliments of the Marketing Department, students received Averett College lunch bags, "Learning…it's the cool thing to do"; frisbees, "Come soar with Averett"; and water bottles, "Quench your thirst for knowledge." Central Region students received an extra bonus: any online order from the Averett Bookstore receives a 20 percent discount, plus free shipping and handling.

The event included live DJ music, prize drawings, choir music, comedy entertainment, and children's face painting. One of the students echoed sentiments heard throughout the day, "Thanks, Averett, for doing such a wonderful thing for us." For more information about organizing such an event, contact Nancy Atkins, Student Services Coordinator, Averett College, Richmond Region (Central) office, (804) 330-7552.

Familiar Faces in New Positions at Fontbonne College

Carol Dillon, former Director of Student Services for Fontbonne College's OPTIONS program, has been named Associate Dean for Adult Student Development for the College. She has been with the College since 1993.

Sr. Fran Maher, CSJ, has been named Director of Student Services for Fontbonne College's OPTIONS program. She has served as Reentry Coordinator for the OPTIONS program and was formerly Director of Student Services for Avila College's adult accelerated program.

Averett College Program Review

At the request of Dr. Susan Dunton, Averett College Vice President of Academic Affairs, IPD conducted a comprehensive program review for Averett College's School of Graduate and Professional Studies September 26–29. A team of four—Sue Salter, IPD Vice President of Academic Affairs; Deanna Boe, IPD Director of Student Services; Mary Ann Holtz, IPD Director of Regulatory Services; and Linda Knutson, IPD Director of Academic Development—visited Averett College's four learning centers and interviewed staff in the functional areas of faculty, curriculum, and student services. A final report will be sent to Dr. Dunton after analysis of the interviews and documentation provided by staff members.

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Indiana Wesleyan University Opens Center for Distributed Learning

The Center for Distributed Learning celebrated its formation by holding an open house on September 13. It consisted of exhibits, demonstrations, and comments by Dr. David Wright, Vice President for Adult and Professional Studies, and Dr. Hank Kelly, Director of the Center. IWU began offering the MBA online in September 1998. The Center is now developing three more programs for online delivery beginning this January:

- Bachelor's Degree Completion in Management
- Bachelor's Degree Completion in Business Information Systems
- Master's Degree of Education

The center consists of a Program Manager for each online degree program (Frank de Monbrun, Jerry Hellinga, Rob Long, and Dr. Mary Moretto), Instructional Designers (Dale Fowler and Robert Leach), a Faculty Recruiter (David Leitzel), Technical Support (Mike Robinette and Sherry Rhetts), and Administrative Support (Gail Flora).

Cardinal Stritch University Expands e-Learning Programs

Five years ago, Cardinal Stritch University's College of Business and Management (CBM) began to explore the possibility of offering computer-mediated courses (e-Learning) as part of their distance learning program. Following several years of study, a team of Cardinal Stritch University (CSU) faculty and staff members designed a computer-mediated e-Learning concept and adopted the Softarc Corporation's FirstClass™ conferencing software as the communication platform to be used. This decision was based on several years of demonstrated success with this program by other universities and colleges throughout the world, including the Open University of Europe and a number of major universities in the United States.

In late 1997 and 1998, a cadre of veteran CBM instructors piloted six courses that included both qualitative and quantitative subjects. Following the successful pilot program, CSU obtained approval from the North Central Association (NCA) for the offering of the MBA degree program to up to four groups of students employed by corporate partner, CNH Global (formerly the Case Corporation of Racine, Wisconsin), during the first year. However, the initial start of the program has been delayed for well over a year as the Case Corporation and New Holland Corporation have been completing their worldwide merger to form CNH Global.

During this same period, discussions were held with the Credit Union National Association (CUNA) in Madison, Wisconsin. They were interested in having CSU offer its Bachelor of Business Administration (BSBA) program to employees of the approximately 160,000 CUNA affiliates within the United States. In June, CSU obtained the approval of the NCA to do so, and the CBM and CUNA immediately began developing promotional plans for recruiting learners from the credit union industry. The first BSBA cohort group is scheduled to start in the winter of 2000.

Through July 2000, the College had offered more than twenty courses through computer-mediated e-Learning, enabling over 300 learners to complete electives and major courses to satisfy degree requirements, including many who had moved from the areas served by CSU with face-to-face classes.

New Director of Administrative Services for Cardinal Stritch University's College of Business and Management

Cardinal Stritch University's College of Business and Management (CBM) is pleased to welcome **Nita Stika** to fill the new position as Director of Administrative Services. Nita will report to Dr. Art Wasserman, Dean of the College, and will serve as a member of the CBM leadership team. She will play an important role in helping to restructure and implement programs and strategies in financial and facilities management for the College.

New Face at Fontbonne College

Bethany Wood joins Fontbonne College as an OPTIONS Academic Coordinator. Most recently, she was an Admissions Representative at Webster University.

Cornerstone University Announces New Promotions

Cornerstone University is pleased to announce that **Vicki Pratt** has joined the Cornerstone University Adult Continuing Education (ACE) staff as an Assessment Advisor. She is a recent graduate of the ACE program, having received a Bachelor of Science in Business Management. In addition, **Kelly Powers** has come on board as the new Assistant Registrar for ACE, after having served the past two years in the Admissions Department. **Rhonda Fewless** has joined the ACE staff as Assistant Director of Operational Services. In her new role, Rhonda is responsible for coordinating the ordering and delivery of textbooks and curriculum to faculty and students.

IPD Announces New Regional Staff

IPD announces the following additions to its regional staff: **Nancy Raby**, Contract Manager for Eastern Nazarene College; **David Rose**, Contract Manager for Indiana Wesleyan College; **Gary Harris**, Contract Manager for Belhaven College; **James Akers**, Tidewater Marketing Manager for Averett College; **Terry Grant**, Marketing Manager for Averett College Greater Washington region; **Melissa Maybury Lubin**, Marketing Manager for Averett College Richmond region; and **Lance Featherngill**, Director of Enrollment and Marketing for Averett College.

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Enrollment Update

Ending September 2000

Albertus Magnus College

ASBM	591
BSBM	500
MSM	234
Total	**1,325**

Aquinas College

ABM	25
BSBA	0
BSMIS	14
Total	**39**

Averett College

ASB	349
BBA	464
MBA	456
Total	**1,269**

Baker University

AAB	406
BBA	294
BSM	221
MBA	506
MSM	140
Total	**1,567**

Belhaven College

BRID/AA1	138
MINI/AA3	16
BBA	369
BSM	21
AA2	12
MBA	114
MSM	0
Total	**670**

Benedictine University

AABA	168
BAM	0
MED	17
MBA	0
Total	**185**

Cardinal Stritch University

ASB	819
Certificates	61
BSM	426
BMIS	216
BSA	27
BSBA	343
MBA	581
MSM	147
MBA-H	29
Total	**2,649**

Centenary College

AALA	101
BSBA	127
Total	**228**

Cornerstone University

ASB	166
ASC	103
BSBA	45
BSM	177
BSML	60
Total	**551**

Eastern Nazarene College

ASB	183
BAM	110
BSBA	209
MSM	60
Total	**562**

Fontbonne College

SUPP	18
BBA	331
MBA	209
MGT	73
Total	**631**

Gwynedd-Mercy College

ASB	51
BSBA	52
BSN	0
Total	**103**

Indiana Wesleyan University

ASB	1,411
BSBIS	78
BSM	404
BSBA	248
BSA	469
MBA	826
MBA online	70
MSM	285
Total	**3,791**

Medaille College

ASB	87
BBA	157
MBA	46
Total	**290**

Montreat College

ASB	254
BBA	341
MBA	91
Total	**686**

Ohio Dominican College

ASB	257
BABA	172
Bridge	14
Total	**443**

Olivet Nazarene University

BBA	24
BSM	63
BSN	65
MBA	156
Total	**308**

Shorter College

AA/AB/AC	322
BSBA	230
BSM	173
Certificates	30
Gen. Ed.	80
MBA	40
Total	**875**

Southern Wesleyan University

Step I	428
Step II	229
BSBA	386
BSM	171
MSM	62
Total	**1,276**

Thomas More College

GTWY	53
BBA	120
BBA-C	18
MBA	126
Total	**317**

Wesley College

ASB	148
BBA	126
MBA	11
Total	**285**

William Penn University

GWY	260
AAL	52
BAB	405
Total	**717**

TOTAL: 18,767

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Article Submissions

The CAAHE Newsletter has been redesigned, and distribution has been increased to include everyone on the CAAHE Global Distribution List via email. Thank you to everyone who contributed articles and information for this issue. We encourage anyone who wishes to submit articles to be included in the January 2001 issue to do so by December 15, 2000. Please email your written articles, in Microsoft Word to Kasey Elliott at **kasey.elliott@apollogrp.edu**.

Send comments and questions for the CAAHE Newsletter to Sue Salter at **sue.salter@apollogrp.edu**.

Visit the CAAHE Web site at **http://www.caahe.org** for a calendar of CAAHE activities, an archive of past CAAHE publications, an online CAAHE Member Institution directory, and CAAHE Services such as the CAAHE Online Booklist and the CAAHE Global Distribution Lists.

Editorial Staff

Sue Salter ..... CAAHE Executive Director
Kasey Elliott ..... Assistant Editor
Gina Rosamilia ..... Creative Direction
Deanna Boe ..... Contributor
MaryAnn Holtz ..... Contributor

Thank you to the following individuals who contributed article information for the November issue of the CAAHE Newsletter: Nancy Atkins, Warren Berryman, Janat Davis, Carol Drury, Ron King, Joyce Moulis, Greg Seigel, Frances Tamboli, Lisa Timmons, and Bruce Watterson.

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